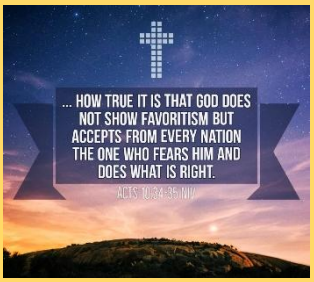
Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love

We thrive, we grow!




# Wistow Parochial C of E Primary School

# Headteacher: Carla Cox

## Accessibility Plan

| Document Status | | |
|---|---|---|
| Date of Next Review | **October 2026** | **Responsibility – Full Governing Body** |
| Date of Policy Creation | **January 2024** | Responsible Governor Name |
| Date of Ratification at FGB Meeting | **October 2025** | **Nicki Williams** |
| **Policy Publication/Communication**<br>☐ On the school website<br>☐ Shared staff network drive<br>☐ Updates to staff in staff meetings | | *Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.* |

At Wistow School, everyone matters. The school's values of:

- Respect
- Forgiveness
- Resilience
- Honesty

are closely linked to Christian teaching and are at the heart of the life of the school. We are a highly inclusive, nurturing school where every child and their family are part of the 'Wistow Family'.

"*Love your neighbour as yourself*" (Mark 12: 29-31)

We want every child at Wistow Primary School to meet their full potential and be fullyincluded in the life of the school.

Wistow School is committed to removing any barrier to inclusivity at our school and to fulfilling the statutory duties of the Equality Act 2010. Within the curriculum we set challenging learning expectations, respond to pupils' diverse learning needs and strive to overcome barriers to learning for individuals and groups of pupils. We are dedicated to equal opportunities for all. We make adaptations to meet the needs of our current pupilsand we are committed to any reasonable adaptations for future pupils.

**Aims and objectives of this policy**

- To increase the extent to which all children can participate in the curriculum and wider life of the school

- To improve the physical environment of the school to enable children to take better advantage of the education, facilities and services we provide

- To improve the availability of accessible information Our Accessibility Plan has been based on the needs of the school and the school site, in conjunction with parents, staff and governors and will inform other school documents.

The Accessibility Plan will be reviewed annually in respect to progress and outcomes. The Accessibility plan is designed to complement the school's equality objectives and will be published on the school's website. We are committed to providing an environment that enables full curriculum access and that values all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equalities Act 2010 and to develop a culture of inclusion, awareness and support in school. Our Accessibility Plan shows how access can be improved for disabled children, staff and visitors to the school over a period of time, making ongoing improvements to make reasonable adjustments to accommodate needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum, expanding the curriculum as necessary to ensure children with a disability are as equally prepared for life as non-disabled children. This covers teaching and learning as well as the wider curriculum of the school, such as participation in after school activities and school visits. It also covers providing additional equipment, which may aid children accessing education, over a reasonable timescale.

- Improve access to the physical environment of the school, by making reasonable improvements within a reasonable timescale, wherever practicable.

- Improve access to information for children, staff, parents and visitors with disabilities. Providing information in preferred formats within a reasonable timescale.

We remain committed to providing CPD opportunities to continue to raise awareness for staff and governors on equality issues with reference to the Equalities Act 2010. The following Accessibility Plan should be read in conjunction with the following school policies, documents and strategies:

- Curriculum policies and information
- Equality Objectives
- Health and Safety Policy
- SEND policy
- School SEND Information Report
- Behaviour Policy
- The school Improvement Plan
- The school prospectus

The Accessibility plan for physical accessibility remains the responsibility of the governing body. It may not be feasible to undertake all aspects of the improvements outlined in the lifetime of the plan and some items will be rolled forward into subsequent plans.

# Our Objectives for 2025-2026

**Improving the curriculum access**

| Target | Strategies | Timescale | Desired outcomes |
|---|---|---|---|
| Review the PE curriculum to ensure it is accessible to all children | • Review curriculum and provide opportunities to raise awareness of disabled sport | Annually | Disabled children feel able to participate, are able to excel and are supported in PE |
| All the objectives of school visits are accessible to all children | • Ensure venues and transport are vetted for suitability<br>• Develop guidance on making visits accessible | Ongoing | All pupils are able to take part in a range of activities, so that the objectives of the curriculum and wider curriculum are accessible to all |

**Improving Physical Access**

| Target | Strategies | Timescale | Desired outcomes |
|---|---|---|---|
| To be aware of the access needs of disabled children, staff, governors, parents and carers | • Audit and raise awareness around access needs<br>• Reminder to parents and carers to let us know if there are problems in accessing the school site<br>• Ensure PEEP – personal Evacuation Plan is available and regularly reviewed for any individual who is physically impaired<br>• Liaise with occupational therapy and physios as and when needed | These are ongoing targets | All staff and governors are confident that their needs are being met.<br><br>All staff are aware of disabled children's needs<br><br>Disabled Parents are able to access the school site.<br><br>PEEPs are prepared, shared and reviewed as needs change. |
| There are enough fire exits around school that are suitable for disabled people | • Staff are aware of PEEPs and fire exits are kept clear. | PEEPS written and reviewed yearly, or when change update in medical condition occurs, impacting upon provision, support or need. | All disabled people in school have safe fire exits from school. |

| | | | |
|---|---|---|---|
| To identify space and time for sensory circuits | • Timetable hall strategically, to support need in school<br>• Staff to access hall with various equipment e.g. musical instruments and apparatus, to support regulation | September 2025 – reviewed throughout the year | Children will have a space to regulate and support them for preparing to be ready to start the day confidently and settled. |
| To ensure that the NYC kitchen project supports effective use of space and ensures correct access that is suitable for all | • Liaise with NYC and design team ongoing | Project begins Summer 2026 – ongoing | Refurbishment complete and supports school access and space that is suitable for all children and staff. |